

Inspection of a good school: Hastings High School

St Catherine's Close, Burbage, Hinckley, Leicestershire LE10 2QE

Inspection dates: 23 and 24 May 2023

Outcome

Hastings High School continues to be a good school.

What is it like to attend this school?

Hastings High School is a pleasant school community where pupils enjoy learning. Leaders want pupils to be the best that they can be. Pupils appreciate leaders' high expectations for them. The school's core values of 'Community, Ambition, Responsibility, Enrichment and Self-development' (CARES) are central to school life. Staff and pupils are proud to be part of the 'Hastings Family'.

Pupils achieve well, including the most disadvantaged and those with special educational needs and/or disabilities (SEND). This is because, in most lessons, teachers at the school deliver the curriculum well.

Pupils behave in a calm and orderly way. This helps all pupils to learn and concentrate well. Bullying is rare. Where it occurs, leaders take swift actions to deal with it effectively. Pupils say that they feel safe at school.

Leaders provide extra-curricular activities to further enhance pupils' learning. Pupils enjoy the many clubs on offer, as well as external visits. For example, some pupils attend a journalism club that produces the 'Hastings Herald'. This magazine informs all pupils about developments at their school.

Leaders ensure that the school's curriculum builds sequentially over time. In a few subjects, leaders will need to continue to check that it is being implemented as intended.

What does the school do well and what does it need to do better?

Leaders have a clear and ambitious vision for the curriculum. The school offers a broad range of subjects for all pupils. This includes pupils with SEND. The curriculum in most subjects is well sequenced. This helps pupils to access the knowledge they need to learn more and remember more over time. For example, in geography, Year 7 pupils learn about being UK citizens and how current geopolitical events may change their current and future lives. In later years, pupils learn about how the increase in extreme weather is

affecting our world. Leaders are developing a curriculum that has fluency and flair. They want pupils to achieve their best and encourage them to study a wide range of subjects, including humanities and languages, at key stage 4.

Leaders recognise that the curriculum is not yet implemented consistently across the school. In a small number of subjects, the distinction between knowledge and skills is blurred. This occasionally prevents pupils from recalling the key knowledge precisely. However, pupils are achieving well in most subjects, and leaders want pupils to do even better.

Teachers have strong subject knowledge. This helps them to teach lessons well. They use 'First 5 minutes tasks' at the start of each lesson to check that pupils are secure with what they learned before. This allows pupils to build their learning from what they already know. They take great pride in their work. Teachers also regularly test what pupils know through quizzes.

Leaders have prioritised oracy and vocabulary development in the school's curriculum. This enables pupils to articulate what they learn in lessons with confidence. Leaders make sure that pupils receive the right support to become fluent and confident readers. Staff are trained to provide specific support for pupils who may need additional help.

Teachers use resources well to make adaptations to the curriculum for pupils with SEND. Leaders continue to develop systems and routines to ensure that these pupils are well supported. For example, leaders are considering how teaching assistants can further enhance lessons.

Leaders have developed a behaviour system focused on positive rewards. Pupils like to receive these and want to do well. For example, in modern foreign languages (MFL), pupils receive an 'étoile' which builds towards achievement points.

Pupils receive a comprehensive personal development curriculum. The 'super-curriculum' helps pupils to understand the wider world. The curriculum is effective and ensures pupils are ready for their next phase in education. Pupils receive a detailed programme of careers advice and guidance. In Year 9, pupils receive comprehensive careers information that helps them to choose subjects that reflect their aspirations.

Staff appreciate the support leaders provide for them. They welcome professional development opportunities that enable them to deliver the school's curriculum.

Trustees and governors support and challenge school leaders well. They fulfil their statutory responsibilities with diligence.

Safeguarding

The arrangements for safeguarding are effective.

Leaders always act in the best interests of pupils. They have strong systems in place that record and track concerns. Staff receive regular training that helps them to identify and

help pupils who may be at risk. This includes training related to the school's local safeguarding context. Leaders ensure that all adults at the school undergo rigorous pre-employment checks. The school's single central record meets statutory requirements.

Pupils feel safe at school. They know how to report concerns. They learn how to stay safe online. Leaders work closely with families to ensure they receive the best possible support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet fully embedded in a small number of subjects. This inhibits pupils from knowing these areas of the curriculum as well as others. Leaders must ensure that the curriculum is consistently implemented in all subjects so that pupils recall more knowledge over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and

pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 140103 |
| Local authority | Leicestershire |
| Inspection number | 10254938 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 847 |
| Appropriate authority | Board of trustees |
| Chair of trustees | Louise Hunt |
| Headteachers | Claire Bradley and Stephen Shipman |
| Website | www.hastings.leics.sch.uk |
| Date of previous inspection | 28 and 29 November 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school uses a range of alternative provisions. Two of these are registered. Four alternative provisions are not registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, physical education, geography and MFL. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior leaders, subject leaders and groups of staff. The lead inspector spoke through videoconferencing media with governors.

- Inspectors met formally with groups of pupils and spoke with pupils in lessons. They observed pupils' behaviour at breaktime, lunchtime and around school.
- Inspectors met with leaders responsible for the provision of SEND, reading, pupil premium, alternative provision, safeguarding and personal development.
- Inspectors scrutinised the school's safeguarding arrangements. They spoke with staff and pupils about safeguarding. The lead inspector spoke to governors about safeguarding. The school's safeguarding records and the single central record were also reviewed.
- Inspectors took account of the views of pupils and staff through formal and informal meetings. They also considered the responses to the pupil and staff surveys and Ofsted Parent View, including free-text responses.

Inspection team

| | |
|--------------------------------|------------------|
| Adrian Rollins, lead inspector | Ofsted Inspector |
| Shazia Lydon | Ofsted Inspector |
| Christine Horrocks | Ofsted Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023